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ABSTRACT

The model was developed as an example of useful information that can be included in categorical programs' school-level plans. It is a guide to help staff, parents, and others meet quality and legal requirements as they develop or revise annual written plans. In accordance with federal and state laws and regulations, a school plan is required for each school participating in programs supported by categorical funds. Section 1 discusses school information in terms of a mission statement, school/community description, plan development, demographics, support programs, and program coordination. Section 2 identifies the curricular areas contained in the model as well as "learning environment," ongoing planning, and evaluation categories. Section 3 contains a distillation of the information from the common pages provided by the California State Department of Education which must be revised and updated each year. (SI)

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MODEL SCHOOL PLAN

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MODESTO CITY SCHOOLS

1988 - 1989

EA 020 986

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MODEL SCHOOL PLAN

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MODESTO CITY SCHOOLS

April 1989

ACKNOWLEDGEMENT

The Compensatory Education Department of Modesto City Schools would like to extend appreciation to the many northern California School Districts who contributed a copy of one of their school's plans for review. From these plans, many useful ideas for format, program description, and activities were incorporated into the present model.

RATIONALE

The following model was developed as an example of useful or, in some instances, necessary information that can be included in categorical programs' school level plans. It is not to suggest that every school must have the same categories, wording, or data in their plan. Rather, this model is provided as a guide to help staff, parents, and others meet quality and legal requirements as they develop or revise annual written plans. The rationale for including each of the categories in the model is presented below:

Introduction (optional): This section offers staffs and advisory council and site council members an explanation of why a school must have a school plan.

SECTION 1: SCHOOL INFORMATION

School Philosophy/ Mission Statement (required): School effectiveness research consisently recognizes that in effective schools, parents, students, and staff share an understanding and commitment to work towards achieving specific goals. Developing a "School Philosophy" helps everyone to understand and achieve consensus on the focus of their school's program.

School/Community Description (optional): This category is included so that advisory council members and outside review teams clearly understand the environment in which the school operates.

Plan Development (optional): This section describes how the school plan was developed. Such information is particularly useful to new advisory council members who are involved in the process for the first time. This description also verifies the requirement to consult with parents and staff.

Demographics (optional): Demographic information is included to provide a useful summary of important school descriptive information. Year-to-year tracking of this information provides information on important school trends concerning students with special learning needs and the ethnic language and socioeconomic makeup of the school.

Description of Support Programs (required): A description of existing support programs should be included to,

1) describe the services to identified students including Limited-English proficient, educationally disadvantaged, gifted, and students with exceptional needs.

2) explain the purpose for each of the categorical programs so that the differences between them may readily be understood; educators are familiar with these programs but parents and advisory council members appreciate having these programs clearly explained, and

3) the implementation of categorical programs vary, and it is often impossible to tell from the "Approaches and Activities" portion of a plan what is actually supported by categorical program funds. Summarizing what occurs in categorical programs at your school identifies for parents and outside review teams the activities and personnel supported by categorical program funds.

Program Coordination (optional): The "integrated program items" recently added to the state's Compliance Review Manual require the coordination of program services to multi-funded students. This section verifies the school's on-going process for ensuring this coordination.

SECTION 2: CURRICULUM

Each of the curricular areas as identified in the Quality Criteria is contained in the model: Language Arts, Mathematics, Science, History/Social Science, Visual and Performing Arts, and Physical Education. In addition, the category "Learning Environment" is also included. Although schools are required only to address the curricular areas in their plans, it is often useful to address certain concepts in a section of the plan that is more encompassing. "Learning Environment" is included in this model to provide a place for items that pertain more closely to school-wide learning and organizational factors than to any single curricular area.

The rationale for including each of the following categories in the "Curriculum" part of the Model School Plan is provided below:

Goal (required): The goal statement is included to provide an introduction, to provide focus, and to articulate the important purposes of each curricular area.

Core Program Description (required): A description of the core program here, followed later by supplementary "Approaches and Activities," clearly distinguishes categorical program activities as supplementary.

Data Summary (required): A data summary category is included to present available test and survey data relevant to each curricular area. This information is frequently important to the identification of needs and in the setting of program objectives.

Needs Summary (required): This section summarizes school program needs and student and staff needs identified in the plan development process. Often the needs are identified from test and survey information, staff and grade level meetings, and discussions of advisory councils. Summarizing these needs as they are identified facilitates the selection of "Approaches and Activities" later in the plan.

Objectives (required): Objectives that are measureable and set high standards for achievement are required for each curricular area.

Approaches and Activities (required): A variety of activities must be described that will enable the school to meet its objectives and meet the needs identified. Several items have been included in the model based on plans already developed throughout Modesto City Schools. These activities provide examples that,

1) Model what other schools are doing;

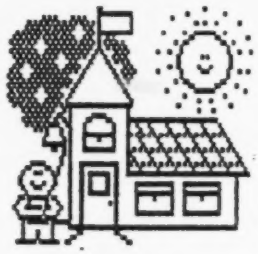
2) Provide useful wording of supplemental activities;

3) Generate ideas for supplemental activities.

On-going Planning and Evaluation (required): The "Planning" portion of this category is included to encourage schools still developing their plans to indicate what and how additional curricular areas will be added in the coming year. The "Evaluation" portion of the category is included because all plans are required to indicate how the implementation of the plan is being monitored on an on-going basis, and how the school intends to evaluate the effectiveness of the program in meeting the established goals and objectives of each curricular area.

SECTION 3: COMMON PAGES (REQUIRED)

The information in this section is a distillation of the information from several of the common pages provided by the State Department of Education. Each of the pages in this section summarizes pertinent information that must be revised and updated each year.



SCHOOL PLAN

(x) BILINGUAL EDUCATION

(x) GIFTED/TALENTED EDUCATION

(x) CHAPTER 1/SCE

(x) SCHOOL IMPROVEMENT PROGRAM

(x) SPECIAL EDUCATION

SCHOOL
YEAR

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INTRODUCTION

In accordance with federal and state laws and regulations, a School Plan is required for each school participating in programs supported by categorical funds. The following plan was written in accordance with these guidelines to provide a summary of _____ School's program in School Improvement, Chapter 1/State Compensatory Education, E.I.A. Bilingual Education, Special Education, and Gifted and Talented Education.

SECTION 1: SCHOOL INFORMATION

SCHOOL PHILOSOPHY (OR MISSION STATEMENT)

It is the aim of _____ School to encourage and assist every student to

1) attain a positive self-image and strive for the highest goals of which each is capable,
2) become a responsible, contributing member of the community,
3) attain knowledge and skills to become an economically productive worker,
4) be physically fit and value participation in fitness and sports activities, and
5) become adept in developing positive relationships with staff members, family, and friends.

SCHOOL/COMMUNITY DESCRIPTION

_____ School is situated in the southern suburban section of the city of Modesto in Stanislaus County. Built in 1955, it is one of the twenty-three elementary schools in the district and is composed of twenty older classrooms and six relocatable classrooms. Centrally located within a neighborhood of middle income homes, the school serves students from kindergarten through sixth grade.

PLAN DEVELOPMENT

During the spring of 1986, a comprehensive needs assessment was completed to determine student and program needs for the new four-year plan cycle, 1987-90. Teachers, instructional aides, other staff members, parents, members of the School Site Council (S.S.C.), the School Advisory Council (S.A.C.), and the Bilingual Advisory Committee (B.A.C.) were involved in determining the needs of students in all the curricular areas of the school program. To develop this needs assessment, the planning group analyzed student progress in the district base programs, student achievement on standardized tests (Comprehensive Test of Basic Skills, California Assessment Program), Target Expectancies, survey information, results from the Program Quality Review, and recommendations from previous internal reviews including on-going planning and evaluation reports. Based on this information the following plan was completed to meet the needs of the students at _____ School.

DEMOGRAPHICS

_____ School

	1987-1988
Total Enrollment.....	____
Number of K-6 classrooms	____
Ethnic Enrollment:	
American Indian	____
Black	____
Filipino	____
Hispanic	____
Hmong	____
Laotian	____
Vietnamese	____
White (other than Hispanic)	____
Aid to Families with Dependent Children	____
Free and Reduced Lunch Count	____
Students Referred to the Student Study Team	____

Special Needs Students

Chapter 1/SCE Program:	1987 - 88	1988 - 89
Number Enrolled	____	____
Number Exiting	____	____
Bilingual Education:		
Number Enrolled	____	____
Number Redesignated	____	____
Special Education Program:		
Resource Specialist Program	____	____
D.I.S. Speech/Language	____	____
Special Day Class (L. H.)	____	____
Gifted and Talented Education Program:		
Number Identified	____	____
Number Participating	____	____

DESCRIPTION OF CATEGORICAL PROGRAMS

School Improvement Program

The School Improvement Program is designed to do the following:

1. Encourage and assist each pupil to learn, grow, and develop in his/her own way to become contributing and responsible members of society;

2. Assure that pupils achieve proficiency in math and in the use of the English language;

3. Provide opportunities to develop skills, knowledge, awareness, and appreciation in a wide variety of curricula;

4. Assist pupils to develop esteem of self and others, responsiblity, critical thinking, and independent judgement;

5. Provide a range of alternatives in instructional settings and formats to respond to individual differences;

6. Maintain a schoolwide process for the involvement of parents, principal, teachers, and other staff.

To achieve these goals, the School Improvement Program at _____ School offers the following:

1. The Computer Lab: all K-6 students attend the computer lab thirty minutes per week. The lab curriculum includes key boarding skills, word processing, and computer assisted instruction to promote skill acquisition and critical thinking skills. The lab is staffed by a S.I.P funded aide.

2. Classroom instructional aides: two aides, one for the primary teachers and one for the intermediate teachers, are used to work with individual and small groups of students to provide additional academic instruction;

3. Clerical Aide: A three hour clerical aide is provided for teachers to assist them with typing, dittoing, collating, and organizing materials related to the instructional program.

4. Supplementary Materials and Staff Development: Supplementary Materials and Equipment are purchased and staff development activities organized as indicated by the School Plan.

Chapter 1 Program

Chapter 1 funding provides services to students who score below the district standard of the fiftieth percentile in reading, language, or mathematics on a standardized achievement test. Programs must be of sufficient size, scope, and quality to meet the needs of identified students. Chapter 1 services often provide the following:

1. Remedial instruction in reading, math, or language;
2. Additional teachers or aides to provide more individualized and small group instruction;
3. Inservice training for teachers, aides, or parents;
4. Supplies and equipment to support the program;
5. Summer school programs.

The Chapter 1 Program at _____ School provides the following:

1. Equipment and instructional supplies for the Learning Center;
2. A resource teacher to coordinate the operation of the Learning Center;
3. Instructional aides to work with students in the Learning Center and in the primary and intermediate grade levels;
4. Staff development and parent education activities.

E.I.A. Limited English Proficient

Under the United States Supreme Court ruling, Lau vs. Nichols, and other court rulings, a program to meet the needs of limited English proficient students must be provided. The E.I.A. Limited English Proficient program provides for students of limited English proficiency who are not in full bilingual programs with the following:

1. A linguistically comprehensible program of instruction;
2. Opportunities for psychosocial adjustment.

Each Limited English Proficient student at _____ School has an Individual Learning Plan (ILP) that has been developed in consultation with the parent. The Individual Learning Plan includes

1. Activities designed to promote English language acquisition in listening, speaking, reading, and writing;

2. Strategies to assist the student in other curricular areas in his/her primary language;

3. Activities designed to promote self-esteem;

4. Additional instructional help from the Language Development Assistant, cross-age tutors, and parent volunteers.

Special Education

The Education for All Handicapped Children Act of 1975 (PL 94-142) and the California Master Plan for Special Education mandates special services for handicapped children. Special education services are provided to students who are learning, communicatively, physically, or severely handicapped. Programs and services to meet the student's needs are identified in the Individualized Education Plan (IEP). At _____ School students are provided services in the following programs:

1. Resource Specialist Program: Students with exceptional needs who are able to function in the regular classroom for the majority of the day receive remedial instruction from the resource specialist. The resource specialist also assists the classroom teacher with appropriate instructional materials and behavior management strategies for students with exceptional needs.

2. Designated Instructional Services: Students at _____ School also receive several specialized instructional services. Specialists in speech and language services, adaptive physical education, and counseling provide weekly services to students with exceptional needs.

3. Special Day Class Programs: Students with greater special education needs receive individual and small group instruction in small special education classes for the majority of the school day. Two such classes are located on the campus of _____ School.

Gifted and Talented Education

Under California's guidelines (E.C. 52200 - 52214), Gifted and Talented Education is designed to

1. Improve the quality of existing programs for gifted and talented education;

2. Ensure full participation of pupils from economically disadvantaged and varying cultural backgrounds;

3. Encourage experimentation with a variety of programmatic approaches and cost levels;

4. Provide for the identification of gifted and talented pupils in a variety of ways.

In Modesto City Schools, students are identified based on parent and teacher recommendation and student scores on academic achievement and intellectual ability. Three types of GATE programs are provided to identified students in second through sixth grade:

1. Learning Center-- The Learning Center provides self-contained classes that provide the District's base program modified for advanced learners. Differentiated activities and enrichment units are provided that emphasize district expectations, promote critical thinking skills, and provide students with additional opportunities in the visual and performing arts.

2. Pullout or Magnet Programs-- Students in the Pullout or Magnet Programs are grouped for reading or math at appropriate levels to address their acclerated academic needs. In addition, these students are instucted by a GATE resource teacher once a week on activities that reinforce higher level thinking skills and provide in-depth study of the curriculum.

3. Classroom Enrichment-- In addition to the Pullout or Magnet Programs, classroom teachers provide students with supplemental activities and materials to appropriately challenge these students; books, contracts, and learning packets in social studies, reading/literature, math, and science are examples of the additional resource materials used.

Program Coordination

The coordination of, and communication between, categorical programs and the basic district program occurs on a regular and timely basis through the following means:

1. The Student Study Team (SST), comprised of the principal, nurse, psychologist, special education staff members, and regular classroom teachers, coordinates services to students. Identification and prioritization of student needs, discussion of program placement, and placement decisions by the Student Study Team at the beginning and throughout the school year, ensures that students receive a complete and coordinated program of instruction.

2. Staff members in the various support programs provide the regular classroom teachers with written reports on student progress.

3. Support staff meet with regular classroom teachers to discuss student progress and coordinate instructional activities.

4. Four times each year, regular classroom teachers and support staff meet to coordinate and plan instructional services to special needs students.

SECTION 2: CURRICULUM

LANGUAGE ARTS

GOAL

The language arts program at _____ School will teach students to read with understanding, to think critically about what they read, and to express their thoughts and feelings clearly through oral and written language. Through the implementation of a literature based program, students will acquire knowledge and develop personal, social, and aesthetic values. Language arts instruction, while coordinated and integrated with other subjects, will provide continuous and systematic development of each student's reading, and oral and written language skills.

CORE PROGRAM DESCRIPTION

The District Course of Study and Target Expectations provide a well defined core curriculum in language. Based on this curriculum, language instruction is provided on a daily basis at all grade levels to all students and includes the study of vocabulary, reading comprehension, spelling, speaking, language mechanics, language expression, literature, and writing.

The _____ text and Mastery Reading Program are used in the reading program at _____ School. In addition, many enrichment and remedial materials and activities are incorporated to effectively meet individual student needs including for example, Junior Great Books, Reader's Theater, participation in the California Young Reader Medal Program, and Author's Day presentations. Literature, a major part of the reading program, is used to extend student's experiences and explore common values. Students regularly read books from the district developed core reading list and have frequent and regular opportunities to select books for reading pleasure.

The MacMillan language series, the Laidlaw and Mastery spelling programs, and Peabody Language Kits are language resource materials used by teachers and students at all grade levels. These texts, a literature based program, and supplemental language materials provide the instructional means to teach oral and written language skills and the writing process to all students including students with special needs. Language assignments, as well as the integration of language arts into other curricular areas, provide students with opportunities to acquire knowledge and apply oral and written language skills to activities such a note-taking, journals, pen pals, speeches, individual and group created reports, poetry, drama, book reports, narrative and expository compositions, and newspaper articles.

DATA SUMMARY

READING

CTBS TEST SCORES (Normal Curve Equivalents)	School Scores 5/'87	School Scores 5/'88	School Scores 5/'89	District Scores 5/'89
Kindergarten				
First Grade				
Second Grade				
Third Grade				
Fourth Grade				
Fifth Grade				
Sixth Grade				
Average Score				

TARGET SCORES
(Percent of Items Correct)

Kindergarten				
First Grade				
Second Grade				
Third Grade				
Fourth Grade				
Fifth Grade				
Sixth Grade				

MINIMUM SCORES
(Percent Passing)

Kindergarten				
First Grade				
Second Grade				
Third Grade				
Fourth Grade				
Fifth Grade				
Sixth Grade				

CALIFORNIA ASSESSMENT PROGRAM
(Scaled Score)

Third Grade	( )*	( )*	( )*	( )*
Sixth Grade	( )*	( )*	( )*	( )*

( )* State Rank

DATA SUMMARY

LANGUAGE

CTBS TEST SCORES (Normal Curve Equivalents)	School Scores 5/'87	School Scores 5/'89	School Scores 5/'89	District Scores 5/'89
Kindergarten				
First Grade				
Second Grade				
Third Grade				
Fourth Grade				
Fifth Grade				
Sixth Grade				
Average Score				

TARGET SCORES
(Percent of Items Correct)

Kindergarten				
First Grade				
Second Grade				
Third Grade				
Fourth Grade				
Fifth Grade				
Sixth Grade				

MINIMUM SCORES
(Percent Passing)

Kindergarten				
First Grade				
Second Grade				
Third Grade				
Fourth Grade				
Fifth Grade				
Sixth Grade				

CALIFORNIA ASSESSMENT PROGRAM
(Scaled Score)

Third Grade	_____( )*	_____( )*	_____( )*	_____( )*
Sixth Grade	_____( )*	_____( )*	_____( )*	_____( )*

( )* State Rank

NEEDS SUMMARY

The following needs were identified in the area of language based upon test results, survey information from teachers, students and parents, and the analysis and discussion of staff and school advisory committees.

1. Integration of language instruction into other areas of the curriculum.

2. Staff development on the stages of writing.

3. Increased access to computers to provide students opportunities for revising and editing written drafts.

4. Frequent opportunities for students to critique each other's written work.

5. Additional reading and reference materials for the library and classrooms.

6. Greater opportunities for students to write with real purpose (pen pals, published works, speech contests, drama, sharing of writing samples, etc.).

7. Increase sixth grade C.A.P. scores in reading comprehension.

8. Need to coordinate and articulate curriculum across the grade levels in both scope and sequence.

9. Additional remedial instruction in writing skills.

10. Additional instructional materials in reading that challenge high achieving students.

OBJECTIVES

The following objectives were selected to enable _____ School to determine if the funding expended for categorical programs is having a positive impact on the instructional program and on student achievement in language arts.

Objective 1: By the end of the project year, at least seventy five percent (75%) of students at each grade level will demonstrate mastery of the District Target Expectancies in reading and language as measured by district testing

Objective 2: The average scores of students identified and served by the Chapter 1 program during the project year will increase by two normal curve equivalent points or better in comparison to the average of their previous year's scores.

Objective 3: On a teacher survey administered in May of the third year of the project cycle, ninety percent of the teaching staff will indicate that the needs identified in the development of the plan and described in the needs summary have been met.

Objective 4: By the end of the project year, at least twenty percent of the limited English proficient students with individual learning programs will be redesignated as fluent in English.

APPROACHES AND ACTIVITIES

The following approaches and activities were selected to supplement the core program and to address the needs of all students including students with special needs (Chapter 1 Approaches and Activities should be listed separately).

1. Students will be provided additional opportunities to use computers and computer software for reinforcement of reading skills.

2. K-3 staff members will have an opportunity to attend reading inservices for additional ideas on how to help students improve their word attack skills.

3. California Writing Project inservice sessions will be provided to develop and refine holistic scoring skills.

4. Authors from the local area will be brought in to motivate students and share their skills with students in the area of reading and literature.

5. People with expertise in literature--consultants, authors, parents, etc.--may be brought in to promote the use literature and to work with students and staff in making literature an integral part of the reading program.

6. Students will be provided practice in reading utilizing the format in which students are assessed.

7. Class sets (e.g. 32 books/set) of literature books will be purchased for classroom use.

8. The school will become involved in the California Young Reader Medal Program; nominated books and the accompanying packets will be purchased.

9. The school will purchase additional language instructional materials and provide the necessary staff development to effectively use these materials in the classroom including Junior Great Books, Big Books, McCracken Whole Language Program, and puppet and drama theater.

10. Materials will be purchased to encourage parental involvement with students' reading (e.g. Read Aloud Program).

11. Special reading materials will be purchased and special instructional program implemented to assist students with limited English proficiency to develop reading skills.

12. Kindergarten students will be pre-screened prior to September or within one week after enrollment for assessment of language and motor skills in preparation for kindergarten reading activities.

13. Instructional staff will review diagnostic/prescriptive enrichment materials for use with K - 6 students; after review, staff will make recommendations regarding purchases of materials.

14. Inservice and staff development activities related to the improvement of student reading achievement will be made available including school visitations, county inservice activities, workshops and conferences, and district inservice activities.

15. Staff will be encouraged to teach reading through literature to supplement and enhance the basal reading program. Inservice and staff development activities related to the teaching of reading through literature will be made available.

16. Reading/language arts will be integrated into other curricular areas: students will produce written products such as biographies, research reports, book reviews, current event reports, journals, letters, and essays to apply reading, and oral and written language skills, to classroom assignments in social studies science, health, and physical education.

17. Materials and equipment necessary to produce a school newspaper will be purchased.

18. The spelling program will include an emphasis on learning spelling words misspelled in the student's own writing.

19. The school will develop a reading laboratory for the remediation (or enrichment) of reading/language skills. Materials, equipment, and staff time necessary to support the laboratory will be purchased.

20. Staff members will receive inservice on the use of literature in the reading program: instructional strategies to evoke student interest and explore literary works in depth.

21. Additional audio-visual equipment will be purchased including a video camera for video taping student performances in English/language arts.

APPROACHES AND ACTIVITIES--CONTINUED

22. For each grade level, a committee will develop a list of books having literary merit for use by teachers, students, and parents. These lists will contain a variety of literature including poetry, drama, fairy tales, myths, fables, short stories, novels, essays, diaries, biographies, speeches, and articles from history.

23. Additional instructional emphasis will be given to the stages of writing (prewriting, drafting, responding, revising, editing, and postwriting). Staff members may receive inservice as necessary to learn the skills to effectively teach the writing process.

24. Additional instructional materials will be purchased for classroom use to enrich, or provide the necessary remedial instruction in the regular reading program, or supplemental materials needed for special education, limited English proficient, or gifted reading instruction.

25. _____ School will emphasize the use of literature as an integral part of the reading program. Students will read a variety of books through the library program, and have time to read self-selected literature daily. Students will discuss, write, and engage in a variety of activities related to student literature (e.g. dioramas, dramatic presentations, puppetry, etc.).

26. A variety of books and instructional materials will be purchased for the School library; these may include fiction and non-fiction books, reference books, subscriptions, etc.

27. Staff will participate in inservice activites to develop skills for teaching and utilizing literature in the curriculum.

28. An aide will be employed to manage the Help Yourself Homework Program to make this a regular and consistent part of the remedial instructional program available at _____ School.

29. The "search" committee will seek out viable examples of spelling programs to submit to the staff for review and selection for the 1989 school year.

30. During the 1988 project year grade level meetings will be held to share grade level expectations for spelling and writing.

APPROACHES AND ACTIVITIES--CONTINUED

31. Staff inservice will be scheduled to develop and implement a holistic evaluation system for written work.

32. In (DATE) , an inservice release day will be scheduled to supplement the district's reading and language arts courses of study through a literature based integrated language arts program. Activities will include an introduction to the recommendations in the new English-Language Arts Framework and Model Curriculum Guide, as well as the modeling of successful teaching strategies and presentation of lessons to assist teachers in meeting the needs of all students, including the limited English proficient.

33. Children with specific language difficulties, including but not limited to special education and limited English proficient students, will be identified at the beginning of the school year or within two weeks of enrollment. Staff will use diagnostic procedures to determine specific individual learning difficulties or delays. Special instructional materials will be purchased or developed by staff to provide individualized assistance to these identified students.

34. All bilingual and English Second Language staff will review supplementary materials for use with Limited English Proficient students. Materials will be purchased throughout the project year based upon staff review and recommendations.

CHAPTER 1 -- APPROACHES AND ACTIVITIES

1. Students will be identified for the Chapter 1 program through testing coordinated by the Resource Teacher and new students will be tested upon enrollment.

2. At the beginning of the school year, the parents of all students identified for participation in the Chapter 1 program will be informed of the specific instructional objectives of the program and the reasons for their child's selection and participation.

3. A resource teacher will be responsible and direct the Chapter 1 Learning Laboratory. The resource teacher will

   -- schedule aides for student instruction in classrooms and in the learning lab,

   -- provide remedial instruction to identified students in reading and written language,

   -- schedule consultants and parent volunteers to work with staff and students,

- -- evaluate and select appropriate supplemental materials for use in the regular classroom,
- -- coordinate staff development activities to improve the Chapter 1 instructional program,
- -- coordinate the Chapter 1 parent education program.

4. Students identified for the Chapter 1 program will receive additional assistance from instructional aides. The instructional aides will provide supplemental instructional activities in the learning lab and in the regular classroom. These instructional activities will be in areas of diagnosed need as identified by the classroom teacher, resource teacher, or district testing program.

5. Classroom teachers will use additional resource materials with their Chapter 1 students. Supplemental resource materials for language instruction will be available in the learning lab.

6. During the project year, staff will review supplementary materials for use with Chapter 1 identified students. Resource materials will be purchased based upon staff review and recommendations.

7. During the project year, staff will participate in an inservice program that provides additional ideas and instructional stategies on effectively teaching language to identified Chapter 1 students.

8. During the project year, all Chapter 1 parents will be notified of opportunities available to volunteer in school activities:

   - -- classroom assistance
   - -- learning laboratory
   - -- multi-cultural activities
   - -- special class projects
   - -- school newsletter
   - -- School Advisory Council

9. To help sustain achievement beyond the school year, students and their parents will have the opportunity to participate in the Summer Reading Program. Those students who sign up will have five books mailed to their homes during the summer. Students and parents will be encouraged to work together to read and report on these books. Parents will be invited to an awards ceremony held in the fall for students who completed all five books.

10. Upon staff recommendation and with parent agreement to participate, Chapter 1 students will have the opportunity to participate in the Help Yourself Home-School Program. An aide will distribute and correct daily homework packets. When teachers determine that students have passed the mastery tests, students will be graduated from the program.

MATHEMATICS

GOAL

The math program at _____ School will teach essential understandings of math concepts, develop students' problem solving abilities, and enable students to become proficient in numerical computations. On a continuous and systematic basis, math instruction will incorporate and build on skills previously learned, will be coordinated and integrated with other subjects, and will emphasize student understanding and ability to use math.

CORE PROGRAM DESCRIPTION

The District Course of Study and Target Expectations provide a well defined core curriculum at _____ School. Based on this curriculum, mathematics instruction is provided to all students at all grade levels and students acquire knowledge and apply math skills during time devoted to the study of mathematics and within the study of other content areas. Instruction regularly includes the study of number facts, computation, measurement, estimating, critical thinking and problem solving, math applications, geometry, and measurement. Students are assessed at the beginning of the school year and regularly throughout the year. Based on this ongoing assessment, all students, including special needs students, are provided large group, small group, or individual instruction at their instructional level using as appropriate, the Addison-Wesley text book, supplementary math materials, math programs such as Math Their Way and Project Aims, manipulatives, calculators, and computer software. Activities such as word problems, drills, puzzles, manipulative games, discovering patterns, and graphing provide students with frequent opportunities to learn and apply math knowledge and skills.

DATA SUMMARY

MATHEMATICS

CTBS TEST SCORES (Normal Curve Equivalents)	School Scores 5/'87	School Scores 5/'88	School Scores 5/'89	District Scores 5/'89
Kindergarten	_____	_____	_____	_____
First Grade	_____	_____	_____	_____
Second Grade	_____	_____	_____	_____
Third Grade	_____	_____	_____	_____
Fourth Grade	_____	_____	_____	_____
Fifth Grade	_____	_____	_____	_____
Sixth Grade	_____	_____	_____	_____
Average Score	_____	_____	_____	_____

TARGET SCORES (Percent of Items Correct)				
Kindergarten	_____	_____	_____	_____
First Grade	_____	_____	_____	_____
Second Grade	_____	_____	_____	_____
Third Grade	_____	_____	_____	_____
Fourth Grade	_____	_____	_____	_____
Fifth Grade	_____	_____	_____	_____
Sixth Grade	_____	_____	_____	_____

MINIMUM SCORES (Percent Passing)				
Kindergarten	_____	_____	_____	_____
First Grade	_____	_____	_____	_____
Second Grade	_____	_____	_____	_____
Third Grade	_____	_____	_____	_____
Fourth Grade	_____	_____	_____	_____
Fifth Grade	_____	_____	_____	_____
Sixth Grade	_____	_____	_____	_____

CALIFORNIA ASSESSMENT PROGRAM (Scaled Score)				
Third Grade	_____( )*	_____( )*	_____( )*	_____
Sixth Grade	_____( )*	_____( )*	_____( )*	_____

( )* State Rank

NEEDS SUMMARY

The following needs were identified in the area of math based upon test results, survey information from teachers, students and parents, and the analysis and discussion of staff and school advisory committees.

1. Additional materials for teaching problem solving skill techniques.
2. Resource materials for remediation and enrichment.
3. Additional calculators for classroom use.
4. Computer hardware and software for math assistance.
5. Staff development as needed for math programs (e.g. Math Their Way).
6. Purchase of additional manipulative materials.
7. C.A.P. scores are very low in the area of probability and statistics.
8. Only sixty percent of the third grade students passed the Math Expectancies.
9. Additional math periodicals for staff and student use.
10. Additional instructional emphasis on math applications and problem solving beyond rote memorization.

OBJECTIVES

The following objectives were selected to enable _____ School to determine if the funding expended for categorical programs is having a positive impact on the instructional program and on student achievement in math.

Objective 1: By the end of the project year, at least seventy five percent (75%) of students at each grade level will demonstrate mastery of the District Target Expectancies in math as measured by district testing.

Objective 2: The average math scores of students identified and served by the Chapter 1 program during the project year will increase by two normal curve equivalent points or better in comparison to the average of their previous year's scores.

Objective 3: On a teacher survey administered near the end of the third year of the project cycle, ninety percent of the teaching staff will indicate that the needs identified in the development of the plan have been met.

OBJECTIVES--CONTINUED

Objective 4: On the parent survey administered in the spring, ninety percent (90%) of parents who return surveys will indicate they are satisfied with the math program at _____ School.

APPROACHES AND ACTIVITIES

The following activities and approaches were selected to supplement the core program and to address the needs of all students including students with special needs (Chapter 1 Approaches and Activities should be listed separately).

1. The resource teacher will work with low achieving students on improving students math skills in the basic skills math laboratory.

2. Centralized math resource center will be developed to provide a source of supplementary math materials for the classroom teacher.

3. In the area of math, inservice will be provided on the State Framework, new textbook adoption, and new materials purchased.

4. During the summer months, teachers from the school will be hired to develop math application kits for identified units of instruction. These kits will provide supplemental mathematical materials and approaches to provide students with concrete and real life math experiences.

5. Students will receive computer assisted math instruction in which they graph data, complete simulations of real life math problems, and apply math concepts and critical thinking in problem solving activities.

6. Students will be provided practice in math skills utilizing the format in which they are assessed.

7. Students at each grade a level will be given additional opportunities to utilize and learn math skills through practical application activities: Box It or Bag It, Math Their Way, Mathematics A Way of Thinking, AIMS, Lane County Math, etc. Any staff development necessary to effectively use these programs will also be provided.

8. Additional calculators will be purchased to supplement the district allocation.

9. Instructional staff will review diagnostic/prescriptive enrichment materials; after review staff will make recommendations regarding purchases of materials.

APPROACHES AND ACTIVITIES--CONTINUED

10. Inservice and staff development activities related to improvement of student achievement in the area of math concepts and applications will be made available including school visitations, workshops, and county inservice activities.

11. With faculty recommendations, the math committee will select and purchase more manipulative materials appropriate for each skill level.

12. A student math tutoring system will be implemented across grade levels for drill in basic math facts.

13. A full release day for mathematics inservice will be provided in (DATE) . The inservice will focus on the recommendations in the California Mathematics Framework and Model Curriculum Guide. Successful teaching strategies/methods will be modeled and sample lessons will be provided to assist in the implementation of these recommendations.

14. Staff will be provided time to review and select computer software to be purchased for classroom instruction.

15. The staff will review and make recommendations regarding the purchase of problem solving and manipulative materials for each grade level; materials will be purchased in accordance with these recommendations.

16. Math periodicals will be purchased for staff and student use.

17. Students will receive rewards and recognition for math participation and achievement.

CHAPTER 1 -- APPROACHES AND ACTIVITIES

1. Students will be identified for the Chapter 1 program through testing coordinated by the Resource Teacher and new students will be tested upon enrollment.

2. At the beginning of the school year, the parents of all students identified for participation in the Chapter 1 program will be informed of the specific instructional objectives of the program and the reasons for their child's selection and participation.

3. Chapter 1 students will have the opportunity to participate in the Help Yourself Home-School Program. An aide will distribute and correct daily homework packets. When teachers determine that students have passed the mastery tests, students will be graduated from the program.

4. A resource teacher will be responsible and direct the Chapter 1 Learning Laboratory. The resource teacher will

   -- schedule aides for student instruction in classrooms and in the learning lab,

   -- provide remedial instruction to identified students in reading and written language,

   -- schedule consultants and parent volunteers to work with staff and students,

   -- evaluate and select appropriate supplemental materials for use in the regular classroom,

   -- coordinate staff development activities to improve the Chapter 1 instructional program,

   -- coordinate the Chapter 1 parent education program.

5. Students identified for the Chapter 1 program will receive additional assistance from instructional aides. The instructional aides will provide supplemental instructional activities in the learning lab and in the regular classroom. These instructional activities will be in areas of diagnosed need as identified by the classroom teacher, resource teacher, or district testing program.

6. Classroom teachers will use additional resource materials with their Chapter 1 students. Supplemental resource materials for math instruction will be available in the learning lab.

7. During the project year, staff will review supplementary materials for use with Chapter 1 identified students. Resource materials will be purchased based upon staff review and recommendations.

8. During the project year, staff will participate in an inservice program that provides additional ideas and instructional stategies on effectively teaching math to identified Chapter 1 students.

9. During the project year, all Chapter 1 parents will be notified of opportunities available to volunteer in school activities:

   -- classroom assistance
   -- special class projects
   -- learning laboratory
   -- school newsletter
   -- multi-cultural activities
   -- School Advisory Committee

10. During the project year, the families of Chapter 1 students will be invited to participate in a four-week Family Math Program (one hour per week). Instructional materials and manipulatives will be purchased as needed for the Family Math Program.

SCIENCE

GOAL

_____ School's science program will involve and interest students in the study of science. Science instruction will actively involve students in the study of life, earth, and physical sciences. On a continuous and systematic basis, students will observe, collect, and organize information in science, apply the scientific method, learn science concepts, and apply science to the natural world.

CORE PROGRAM DESCRIPTION

The District Course of Study and Target Expectations provide a well defined core curriculum in science. Based on this curriculum, science instruction is regularly provided to all students in all grade levels and includes the study of life, earth, and physical sciences.

The curriculum is implemented through a variety of materials and activities. The _____ science text and supplemental science activities and materials such as "Come with Me Science" and "Project AIMS" as well as films, filmstrips, science kits, resource books, and computer programs provide a variety of science resource materials. In the science program, all students including students with special needs, have access to the core curriculum and acquire knowledge, develop critical thinking skills, and apply the scientific method through activities such as research and lab reports and presentations, experiments, field trips, science assemblies, community resource speakers, and computer simulations.

DATA SUMMARY

TARGET SCORES (Percent of Items Correct)		School Scores 5/'87	School Scores 5/'88	School Scores 5/'89
EARTH SCIENCE				
	Fourth Grade	_____	_____	_____
	Fifth Grade	_____	_____	_____
	Sixth Grade	_____	_____	_____
LIFE SCIENCE				
	Fourth Grade	_____	_____	_____
	Fifth Grade	_____	_____	_____
	Sixth Grade	_____	_____	_____
PHYSICAL SCIENCE				
	Fourth Grade	_____	_____	_____
	Fifth Grade	_____	_____	_____
	Sixth Grade	_____	_____	_____

NEEDS SUMMARY

The following needs were identified in the area of science based upon test results, survey information from teachers, students and parents, and the analysis and discussion of staff and school advisory committees.

1. "Hands on" equipment and supplies for science: models, microscopes, beakers, etc.
2. Computer science simulation software.
3. Consultants and scientists to excite and interest students and staff about the study of science.
4. More science instruction emphasizing the scientific method.
5. Visitations to places of scientific interest: science laboratories, Exploratorium, Monterey Bay Aquarium, etc.
6. Instructional resources for special needs students.
7. Time for teachers to plan and develop instructional units.
8. Science supply room in which science materials are well organized, maintained, and readily accessible.
9. Higher percent of fifth grade students passing Target tests.
10. Staff development on Project AIMS materials.

OBJECTIVES

The following objectives were selected to enable _____ School to determine if the funding expended for categorical programs is having a positive impact on the instructional program and on student achievement in science.

Objective 1: By the end of the project year, at least seventy five percent (75%) of students at each grade level will demonstrate mastery of the District Target Expectancies in science as measured by district testing.

Objective 2: On a teacher survey administered near the end of the third year of the project cycle, ninety percent of the teaching staff will indicate that the needs identified in the development of the plan have been met.

Objective 3: On the parent survey administered in the spring, ninety percent (90%) of parents who return surveys will indicate they are satisfied with the science program at _____ School.

OBJECTIVES--CONTINUED

Objective 4: On the student survey administered in the spring, eighty percent (80%) of students in grades four through six will indicate they are interested in and enjoy science.

APPROACHES AND ACTIVITIES

The following activities and approaches were selected to supplement the core program and to address the needs of all students including students with special needs.

1. Staff will participate in inservice programs to improve skills implementing "hands on" or project-oriented science activities (e.g. Project Wild, AIMS, etc.)

2. Additional instructional emphasis will be given to students' active involvement in the methods of science and application of the scientific method in life, earth, and physical sciences.

3. Students may visit places of scientific interest or importance that will interest and excite students about the study of science: museums, science laboratories, Exploratorium, etc.

4. Equipment, instructional materials, and resoures will be purchased for classroom science activities and demonstrations.

5. Consultants and scientists will work with staff or groups of students to develop skills in use of the scientific method. Students will receive instruction in preparing experiments, projects, or presentations.

6. Teachers will be provided paid time to plan and develop instructional units that actively involve students in the processes of science.

7. A designated staff member (aide or teacher) will be paid to develop and maintain the equipment and supplies in the science supply room.

8. Instructional staff will review science enrichment materials for use with K - 6 students. After review, staff will make recommendations regarding purchases of materials.

9. Supplemental science materials needed to facilitate the instruction of special education or limited English proficient students will be purchased.

APPROACHES AND ACTIVITIES-- CONTINUED

10. Higher achieving students and gifted students will receive additional instructional opportunities that challenge these students' skills and provide additional instructional opportunities. Instructional materials, field trips, and consultants will be provided as necessary to enrich the science curriculum.

HISTORY/SOCIAL SCIENCE

GOAL

The social science program at _____ School will interest students in the study of the growth of civilization and the development of our constitutional democracy. Through a regular program of social science instruction, students will develop an understanding and appreciation of democratic ideals, including cooperation, respect for others, civic responsibility, honesty, respect for the law, and participation in the democratic process. Instruction will emphasize group discussion and team projects, and students will be guided to think and write critically to analyze current and historical events and political and socioeconomic situations.

CORE PROGRAM DESCRIPTION

A planned program of history/social science instruction is regularly provided in all grade levels at _____ School. District Student Academic Expectations guide the instructional program and include the study of geography, historical events and people, and personal and social development. Curriculum resource materials are available to implement the planned program including the _____ text and supplemental materials and activities such as Reality Land, maps, globes, newspapers, educational television, videotapes, films, computer software, and library reference materials. Lessons require students to apply critical thinking and communication skills to a variety of assignments including projects, dramatic presentations, and oral and written reports. Group instruction is emphasized and students discuss current events and defend controversial positions pertaining to economic, social, and political conflicts. The community is involved in the instructional program through guest speakers, field trips, and multi-cultural events.

DATA SUMMARY

TARGET SCORES: MAP SKILLS (Percent of Items Correct)	School Scores 5/'87	School Scores 5/'88	School Scores 5/'89
GRADE 4	_____	_____	_____
GRADE 5	_____	_____	_____
GRADE 6	_____	_____	_____

NEEDS SUMMARY

The following needs were identified in the area of history/social science based upon survey information from teachers, students and parents, and the analysis and discussion of staff and school advisory committees.

1. Additional instructional emphasis on critical thinking skills.
2. Audio-visual equipment to support the curriculum.
3. More field trips to places of historic interest.
4. Additional instructional emphasis on cooperative learning.
5. Higher percentage of sixth grade students passing Target Expectancies.
6. Staff inservice on instructional ideas that actively involve students in applying social science concepts.
7. References materials for library and classroom use.
8. School-wide multi-cultural activities.

OBJECTIVES

The following objectives were selected to enable _____ School to determine if the funding expended for categorical programs is having a positive impact on the instructional program and on student achievement in history/social science.

Objective 1: On a teacher survey administered near the end of the third year of the project cycle, ninety percent of the teaching staff will indicate that the needs identified in the development of the plan have been met.

Objective 2: On the parent survey administered in the spring, ninety percent (90%) of parents who return surveys will indicate they are satisfied with the social studies program at _____ School.

Objective 3: On the student survey administered in the spring, eighty percent (80%) of students in grades four through six will indicate they are interested in and enjoy social studies.

APPROACHES AND ACTIVITIES

The following activities and approaches were selected to supplement the core program and to address the needs of all students including students with special needs.

1. Students will visit places of historic or geographic interest to interest and excite students about the study of social science. These visitations will supplement and enrich the units of study occurring within the existing curriculum and grade level units of study.

2. A committee composed of primary and intermediate grade teachers will develop an inter-cultural exchange program between _____ School and a school in another country.

3. Audio-visual materials to supplement and enhance the social science program will be purchased.

4. Additional resource materials and equipment will be purchased to assist in presenting and reinforcing social science instruction.

5. Additional instructional emphasis will be given to map skills and geography instruction. Maps and globes for every classroom will be purchased as needed.

6. Recordings of social studies text materials will be made to help students with lower reading skills. Earphones and audiotape players will be purchased as needed.

7. Library resource materials including current event publications will be purchased to supplement the materials currently available in the library.

8. Specialists in social studies, geography, or history may be provided as resource people to work with students or staff to enhance instruction in social science.

9. Throughout the project year, resource people from the community will provide class and school demonstrations of food, dance, dress, language, or other qualities of ethnic groups within the community.

10. During the project year, teachers may purchase multi-cultural materials for use in their classrooms. Materials will be used to aid in the teaching of multi-cultural concepts.

APPROACHES AND ACTIVITIES --CONTINUED

11. Ethnic and cultural activities will be highlighted periodically in each classroom. Selected activities will be shared at school assemblies at least twice a year.

12. A multi-cultural committee of interested staff and parents will formulate school-wide activities to enrich the curriculum and promote understanding of our ethnically diverse community.

VISUAL AND PERFORMING ARTS

GOAL

The visual and performing arts program will engage students in art experiences and teach students to enjoy art and to express themselves through art. Visual and performing arts instruction will be an integral part of the instructional program and students will regularly receive instruction in drama, dance, music, and visual art activities. Lessons in art will allow students to apply creativity and orginality to instructional activities that will help them to create images, communicate ideas, and express their individual thoughts and feelings.

CORE PROGRAM DESCRIPTION

Students at all grade levels receive instruction in the visual and performing arts at _____ School. District Academic Expectations outline the instructional program and include objectives in aesthetic perception, creative expression, art heritage, and aesthetic valuing. In addition to music instruction from the classroom teacher, students in grades four through six (4 - 6) are given the opportunity to receive instruction from district vocal and instrumental music resource teachers. Classroom instruction includes drama and dance and students learn to act out poems, stories, and plays as well as learn basic dance steps including folk dancing and square dancing. Visual art instruction includes a variety of media (paint, clay, etc.) and students are taught various skills and techniques of art. Student art work is displayed throughout the school, and classroom presentations at school assemblies throughout the year provide frequent opportunities for students to perform; this year programs included student singing, choral readings, poetry, plays, and dancing.

NEEDS SUMMARY

The following needs were identified in the area of visual and performing arts based upon survey information from teachers, students and parents, and the analysis and discussion of staff and school advisory committees:

1. Additional instructional emphasis in dance at all grade levels.

2. Resource materials to teach drama.

3. More opportunities for students to view visual and performing arts presentations at school and in the community.

4. Additional professional books on instruction in dance and drama to be kept in the library/media center.

NEEDS SUMMARY--CONTINUED

5. Purchase and installation of a kiln, and staff development on teaching and firing ceramics.

6. Resource materials to teach visual arts using a variety of media.

OBJECTIVES

The following objectives were selected to enable _____ School to determine if the funding expended for categorical programs is having a positive impact on the instructional program and on student achievement in the visual and performing arts.

Objective 1: On a teacher survey administered near the end of the third year of the project cycle, ninety percent of the teaching staff will indicate that the needs identified in the development of the plan have been met.

Objective 2: On the parent survey administered in the spring, ninety percent (90%) of parents who return surveys will indicate they are satisfied with the visual and performing arts program at _____ School.

APPROACHES AND ACTIVITIES

The following activities and approaches were selected to supplement the core program and to address the needs of all students including students with special needs.

1. A fine art specialist will be hired to do the following:

   - work with classes of students in fine arts activities
   - assist staff with developing an ongoing arts program
   - assist staff with designing activities for special needs students
   - coordinate and help staff monitor and evaluate student activities and performance.

2. Additional books on art, drama, dance, and music will be purchased and kept in the Library/Media Center for student and teacher use.

3. Fine arts supplies for classroom use will be purchased to conduct specific arts activities. Materials and supplies will be purchased for instruction in the areas of music, drama, dance, and visual arts.

APPROACHES AND ACTIVITIES--CONTINUED

4. _____School will develop a planned program of activities in the visual and performing arts suitable for students at each of the grade levels. All students will regularly participate in this planned program selected from the areas of movement/dance, visual arts, vocal and instrumental music, and drama.

5. Students will be provided with opportunities to view visual and performing arts presentations both at school and within the community.

6. During the project year, _____ School will hold an Art Faire in which all K - 6 students will participate. The program will involve each classroom selecting an art medium to be displayed in their classroom. Students will be given the opportunity to visit other classrooms to view and be introduced to a wide variety of art media.

7. Community artists will be brought into the school under the S.T.A.R.S. Program to teach visual and performing arts to students. All students will participate in five one-hour weekly sessions under this program.

8. A talent show for students who wish to perform will be held once a year and will include auditions. This activity will provide the opportunity for more able students to perform while giving all students the opportunity to view and experience the performance.

9. At least one inservice training session will be provided to introduce staff to a variety of art media as a means of broadening teachers' knowledge and skills in teaching the visual arts.

10. Students will be provided with additional opportunities to study, understand, and appreciate the arts of their own and other cultures. Teachers will be provided with materials to assist in planning and instruction.

11. A part-time music specialist will be hired to provide students in grades 3 - 6 additional music instruction.

12. A kiln will be purchased and installed to provide teachers with the capacity for firing ceramic pieces at _____ school.

13. Students will have more opportunities to develop their skills in story telling, play making and play writing, music composition and improvisation, folk dancing and folk music.

14. Materials and equipment will be provided to extend students' experiences in the visual and performing arts including musical and rhythm instruments, records, books and magazines, etc.

PHYSICAL EDUCATION

GOAL

The physical education program at _____ School will involve students in individual, small group, and team activities, and will teach students to develop and maintain a high level of fitness and wellness. Physical education instruction will be an integral part of the instructional program and all students, regardless of skill level, will be provided opportunities to develop physically, mentally, emotionally, and socially through a regular, balanced, and comprehensive program of physical education activities.

CORE PROGRAM DESCRIPTION

Student Expectations for Physical Education provide a well planned and articulated curriculum for physical education. A variety of subjects related to wellness, such as safety, nutrition, and hygiene, are taught within the health curriculum, while self-esteem, respect for others, and responsible behavior as outlined in the Social and Individual Studies curriculum are integrated throughout the instructional program. Community resources are often included and speakers and programs on parenting, substance abuse, child abuse, mental health, and nutrition were presented at school this year. Students at all grade levels are regularly taught motor and movement skills through games, individual and group activities, and a variety of resource materials are available including the Awesome P.E. Guide, playground equipment, sports fields, and class sets of various physical education equipment. Students' fitness and skills are assessed throughout the school year and students are recognized for their accomplishments in achieving physical education goals. In the regular instructional program, a variety of activities are included that provide for individual student strengths and weaknesses, and students with medical disabilities or gross motor dysfunctions are provided adaptive P.E. instruction.

NEEDS SUMMARY

The following needs were identified in the area of physical education based upon survey information from teachers and parents, and the analysis and discussion of staff and school advisory committees:

1. Well organized and maintained physical education supply room with class sets of P. E. equipment.

2. Regular assessment of all students physical education skills.

3. Additional community resource speakers to provide students with programs on drug abuse prevention.

NEEDS SUMMARY-CONTINUED

4. More playground equipment.

5. Organized team games at lunch recess.

6. More recognition of students and staff achieving fitness goals.

OBJECTIVES

The following objectives were selected to enable _____ School to determine if the funding expended for categorical programs is having a positive impact on the instructional program and on student achievement in physical education:

Objective 1: On a teacher survey administered near the end of the third year of the project cycle, ninety percent of the teaching staff will indicate that the needs identified in the development of the plan have been met.

Objective 2: On the parent survey administered in the spring, ninety percent (90%) of parents who return surveys will indicate they are satisfied with the physical education program at _____ School.

APPROACHES AND ACTIVITIES

The following activities and approaches were selected to supplement the core program and to address the needs of all students including students with special needs.

1. Community resources will be utilized to provide programs on substance abuse, safety, child abuse, mental health, and nutrition.

2. A noon duty supervisor will coordinate and supervise a program of organized team games for third through sixth grade students during lunch recess.

3. Class sets of P. E. equipment will be purchased.

4. Curriculum materials to promote respect for self and others will be purchased for use by classroom teachers and support staff.

5. An assessment of student physical education skills will be made for all K - 6 students during the project year.

APPROACHES AND ACTIVITIES--CONTINUED

6. Additional instructional emphasis will be given to providing sufficient equipment and organizing physical education activities so all that students are actively and extensively involved during physical education activities.

7. A physical education specialist will be employed to provide skill and fitness instruction to students and assist teachers with additional instructional ideas, methods, and materials.

8. During the current project year a committee composed of staff and students will study current playground needs and recommend the purchase of additional recess/physical education equipment and supplies.

9. All staff will participate in a physical education inservice. This inservice will provide additional physical education strategies and activities to enhance the existing program.

10. During the current project year, staff will consider the use of cross-age tutors to provide remedial, individualized, or small group instruction in the physical education program.

LEARNING ENVIRONMENT

GOAL

The principal, staff, parents, and students perceive _____ School as a place to learn and hold high standards and expectations for student achievement and behavior. Respect and support among and between students, staff, and parents are evident throughout the school. The school community is proud of, and work together to develop and maintain, an environment conducive to learning.

CORE PROGRAM DESCRIPTION

Parents, students, and staff at _____ School share an understanding and commitment to clearly defined academic goals, and hold high expectations for student achievement. School rules are well known, reasonable, and consistently enforced by teachers at all grade levels. The curricular materials employed and instructional approaches used are closely aligned with the established goals and objectives that students are expected to master. Significant blocks of time are allocated for the teaching of academic skills and students are actively engaged in learning during allocated time. A variety of teaching strategies provide for individual differences in learning styles and abilities to provide every student with the opportunity to succeed. Students at all grade levels and in all programs work at high rates of success, and achievement and good citizenship are encouraged through a regular student awards program.

Staff members, including support staff, meet on a regular basis to discuss student progress and to plan the instructional program. Staff members are regularly involved in staff development activities and are encouraged to participate in district and county workshops and state conferences.

School-home communication occurs on a regular basis and parents feel they are well informed about school activities and student progress. Parents are kept well informed through communications such as newsletters, individual conferences, phone calls, Open House, Back to School Night, and involvement in the Site Council and Parent Club.

NEEDS SUMMARY

The following needs were identified in the area of learning environment based upon survey information from teachers and parents, and the analysis and discussion of staff and school advisory committees:

1. Additional funding to provide awards, trophies, etc.
2. More frequently inform parents of student progress and performance.
3. Consistent enforcement of school rules by all staff members.
4. Instructional issues as the major focus of staff meetings.
5. Teachers are recognized for their efforts and achievements.
6. Instructional time is protected from interruption.
7. Parents are provided means (other than homework) to help their children at home.
8. Categorical programs are coordinated with classroom instruction.

OBJECTIVES

The following objectives were selected to enable _____ School to determine the effectiveness of improvement efforts for Learning Environment.

Objective 1: On a parent survey administered during the project year, ninety percent (90%) of parent responses will indicate "strongly agree" on items assessing "Positive and Orderly Environment."

Objective 2: On a staff survey adminstered at the end of the project year, eighty percent (80%) of staff responses will indicate "strongly agree" on items assessing "Strong Instructional Leadership."

Objective 3: The number of behavioral referrals during October and April of current project year will be lower than number of behavioral referrals in October and April of the previous year.

APPROACHES AND ACTIVITIES

The following activities and approaches were selected to promote a positive learning environment at _____ School.

1. Informational meetings will be held for parent/teacher groups to discuss common educational concerns including school climate and staff/community relationships.

2. A Media Center Assistant will be employed on the instructional staff. This assistant will

   - plan and schedule consultants, volunteers, cross-age tutors, media center activities, and field trips;

   - work with students on computer assisted instruction;

   - evaluate and select appropriate materials for computer education.

3. Extra clerical time will be provided to prepare School Improvement records, reports, and purchase orders to support the activities of the School Site Council.

4. Critical thinking, higher level thinking skills, and independent judgment skills will emphasized and incorporated into a variety of curriculum areas.

5. A variety of student awards and recognition activities will be designed and implemented throughout the year to reward positive student behavior, academic excellence, and student effort in a variety of areas including athletics, the visual and performing arts, and responsible social behavior.

6. A luncheon will be held in the spring of the project year to honor school volunteers.

7. An interpreter will be hired as necessary to assist the school secretary and nurse in contacting the families of students who are absent or ill, or assist teachers and principal in reporting student progress or performance in school.

8. Special funding will be allocated to identify and meet the needs of "high risk" students in the primary grades.

9. Additional audiovisual equipment will be purchased as needed to assist in presenting and reinforcing basic skills instruction.

APPROACHES AND ACTIVITIES--CONTINUED

10. A resource teacher will be responsible for and direct the Learning Lab. The teacher will

    - provide remedial instruction to identified students in reading, math, and language;

    - schedule consultants and community volunteers to work with staff and students;

    - evaluate and select appropriate supplemental materials for use in the regular classroom in the areas of math, reading, and language; and

    - schedule students for the cross-age tutor program.

11. A file will be developed of community resources available for field trips and classroom presentations.

12. An instructional program that develops and promotes student self-esteem will be instigated at _____ School using materials such as Developing Understanding of Self and Others (D.U.S.O.), Character Education kits, and Project Self Esteem materials.

13. Specific instructional strategies will be designed related to student assessment information; students who score below grade level on tested skills will be grouped and provided special remedial instructional activities.

14. Learning carrels and other structural enhancements may be purchased to make classroom environments more conducive to learning.

15. Materials will be purchased to encourage parental involvement with students' reading (e.g. Read Aloud Program).

16. One computer for each of the intermediate classrooms will be purchased, as well as computer software to provide appropriate computer assisted instruction for each of these grade levels.

17. _____ School will develop a library of software for student and teacher use. Software will be categorized by grade level and educational purpose.

18. Throughout the school year, the computer resource teacher will provide periodic inservice to teachers at the primary and intermediate grade levels on computer programs available for computer assisted instruction.

APPROACHES AND ACTIVITIES--CONTINUED

19. _____ School will provide an after school computer instructional program. Students in all grade levels may participate by working with computers and computer software in the computer lab for a thirty minute period after each school day.

20. A computer laboratory will be developed at _____ School that supplements the district allocation as follows:

    - 32 Apple IIe computers with single disk drives
    - 2 Applewriter printers
    - 32 computer carrels and chairs
    - a variety of software suitable for all K-6 grades

21. Two School Improvement Program (S.I.P.) days--one in the fall and one in the spring--will be scheduled to provide on site inservice to teachers in 1) teaching critical thinking skills and 2) cooperative learning.

22. Teachers will be provided the opportunity to observe other teachers both on site and at other school sites within the district or county. Substitute teachers will be provided when necessary.

23. During the project year, aides will be inserviced in direct instruction and assertive discipline techniques.

24. A school staff development committee will be formed and will conduct a needs assessment for both certificated and classified staff.

25. A noon-duty supervisor will coordinate and supervise a program of organized team games for third through sixth grade students. These activities will take place during lunch recess. Materials necessary to support this program may be purchased.

26. A committee will be formed to make recommendations for developing a teacher recognition program at _____ School.

27. Instruction by support personnel will occur in the regular classroom when possible to minimize interruptions and to better coordinate the program with regular classroom instruction.

28. To help sustain achievement beyond the school year, students will have the opportunity to participate in the Summer Mail Packet Program. Students who sign up will have five activity packets mailed to their homes approximately once every two weeks during the summer. An awards ceremony will be held in the fall for students who have successfully participated in this program.

APPROACHES AND ACTIVITIES--CONTINUED

29. A quarterly newsletter will be published jointly by staff members, community, and students.

30. A written synopsis of individual class expectations will be sent to parent or guardian of each student at Back-to-School Night and at the beginning of the spring semester. The written synopsis will include: homework policy, attendance, dress and grooming, health, teacher goals, teacher responsibilities, convenient time for parent contact, and other essential information.

31. During the school year, all parents will be notified of the opportunities available to volunteer in school activities including the following:

    - direct classroom assistance
    - library assistance
    - room mothers
    - assisting with computers
    - school newsletter
    - multicultural activities
    - special class programs
    - field/play day

32. Books teaching parenting skills will be purchased to provide a library collection available to parents of students at _____ School.

ON-GOING PLANNING AND EVALUATION

The following procedures will be implemented at _____ School to plan, revise, and evaluate the components in this School Plan (Chapter 1 Planning and Evaluation procedures should be listed separately).

1. During the 1988-89 project year, components in the subject areas of _____ and _____ will be added to the School Plan. Members from the staff and parents from the advisory committees will be appointed to a planning team for each component. Using test information, staff, student, and parent survey information, and input from grade level and staff meetings, each planning team will identify needs, construct objectives, and select activities to recommend to the site council.

2. Staff and grade level meetings, standardized test results and Target Expectancies, as well as student and parent survey information will regularly be used to evaluate the components in the school plan.

3. The principal and other staff members will periodically report to the School Site Council on the School Plan's implementation and report to what extent the school has met the established objectives.

4. An annual site review will be conducted by a monitoring team consisting of the principal, teachers, and one or more parent members from the School Site Council or Bilingual Advisory Committee. Evaluation procedures may consist of examining test results, classroom visitations, staff interviews, and reviewing the implementation of the "Approaches and Activities" in the School Plan. By the end of April, the monitoring team will complete a written summary of the evaluation, and submit this summary for review to the School Site Council and Bilingual Advisory Committee.

5. Based on the above information and recommendations of the School Site Council and other advisory committees, the School Plan will annually be revised and a copy submitted to the Compensatory Education Department of Modesto City Schools.

Chapter 1 Planning and Evaluation Procedures

The following procedures will be implemented to provide on-going planning and evaluation for the Chapter 1 Program.

1. At _____ School, an annual meeting will be held and all parents of participating Chapter 1 students will be invited to attend. The reasons for students' participation, and the specific instructional objectives and methods of the Chapter 1 program will be explained to all parents in attendance.

2. Students identified for the Chapter 1 program will annually be tested and their academic scores compared to their previous year's test results. Based on this individual student evaluation, students' programs will be modified as necessary to ensure that each student is progressing satisfactorily.

3. Information from staff and grade level meetings, standardized test results, and Target Expectancies will annually be used to evaluate the school's Chapter 1 objectives. The "Approaches and Activities" portion of the School Plan will be modified as necessary to improve the Chapter 1 Program to better meet the school's goals and Chapter 1 objectives.

4. Members from the School Advisory Committee will participate in the evaluation and development of Chapter 1 components of the School Plan. Using test information, and staff, student, and parent survey information, the School Advisory Committee will identify needs, evaluate the degree to which objectives have been met, and select and modify activities in the School Plan for the Chapter 1 program.

SECTION 3: COMMON PAGES

Consolidated Programs Information

School: _____ Principal: _____

Address: _____ District: Modesto City Schools

Telephone: _____ County: Stanislaus

Date this school plan was approved by Board of Education: _____

School-Based Programs

This plan represents an application to use resources checked below in a school-based coordinated program.

Check each applicable blank:

____ SIP

____ GATE

____ EIA-SCE

____ Special Education

____ Other: _____

Grades included in the school-based coordinated program: _____

Plan Modifications

This plan includes modifications to the current four-year school plan related to:

Check each applicable blank:

____ Parent/Teacher Involvement

____ Identification of Needs

____ Total Instructional Program

____ Chapter 1/SCE Instruction

____ L.E.P. Instruction

____ Staff Development

____ Planning and Evaluation

____ Resource Allocation

School Characteristics

Check each applicable blank:

____ This is a year-round school

____ This is a nonpublic school

____ This plan includes Chapter 1/SCE summer school activities

Bilingual Program Type(s)

L.E.P. students participate in a program:

____ (a) Basic bilingual

____ (b) Bilingual-bicultural

____ (c) Innovative bilingual

____ (d) Secondary bilingual language learning

____ (e) Secondary individual learning

____ (f) Elementary individual learning

____ (g) Sheltered English

California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

SCHOOL PLAN FOR COORDINATED PROGRAMS

County | District | School Code

ASSURANCES

School

This page must be included with any school plan whether at the beginning of a three-year cycle or with any modification during the cycle. This includes any modification submitted in response to a finding that plan review or program review criteria are not met.

1. Councils and/or committees have been formed in accordance with the procedures established by federal or state law or regulations.
2. Adequate opportunity has been given to the members of the school site council and/or school advisory council or committees to consider the available information concerning the special needs of students with limited-English-proficiency, including instruction in a language that such students understand; educationally disadvantaged students; and students with exceptional abilities or needs.
3. A list of members of each school-level council or committee is available at the school.
4. All pages of the school plan have been completed prior to the earliest signature date on this page.

School site council

5. The school site council has proposed to use the resources identified on page 1 in a school-based coordinated program.
6. The community advisory council (special education) has been informed of and has had opportunity to give input to the inclusion of special education in the school-based coordinated program.
7. The school site council has established the school improvement or school-based coordinated program budget and has participated in discussions with district staff on those portions of the budget that pertain to district centralized services to the school.
8. The school site council has developed the school improvement or school-based coordinated program plan and has submitted it to the district board of education for approval.

Typed name of school site council chairperson

Signature | Date

School advisory council or committee

9. The school advisory council or committee on which I serve as a chairperson has participated in the planning process and has reviewed the plan for the appropriate special program.

Typed name of ECIA, Ch.1/SCE school advisory council chairperson* | Signature | Date

Typed name of bilingual advisory committee or subcommittee** chairperson | Signature | Date

10. Teachers have participated in the process of planning the school's consolidated program.

Type name and signature of teacher who is a member of a school advisory council or committee | Date

* If the school receives ECIA, Ch.1, funds and not EIA-SCE funds and does not have a school advisory council for compensatory education, the plan must include a description of the procedures for parent and teacher consultation in the planning, implementation, and evaluation of the program for educationally disadvantaged students. The format (including placement) of this description is a school choice.

** In the event that this committee is a subcommittee of the school site council or ECIA, Ch.1/SCE school advisory council, the assurance should be signed by the subcommittee chairperson.

Typed name of principal | Signature | Date

These signatures verify that the respective chairpersons, teacher, and local official have accepted the responsibilty for the above assurances.

SCHOOL SITE COUNCIL MEMBERSHIP

_____
(School)

_____
(Year)

Committee Composition Requirements: Elementary School Site Councils are composed of equal numbers of staff and nonstaff members. Of the staff members, the principal is a member and a majority must be be classroom teachers. The nonstaff members may be parents and/or community members not employed by Modesto City Schools

PARENTS/COMMUNITY MEMBERS	STAFF MEMBERS
1. Name: _____	1. Name: _____
Address: _____	
2. Name: _____	2. Name: _____
Address: _____	
3. Name: _____	3. Name: _____
Address: _____	
4. Name: _____	4. Name: _____
Address: _____	
5. Name: _____	5. Name: _____
Address: _____	

SCHOOL ADVISORY COMMITTEE MEMBERSHIP

_____
(School)

_____
(Year)

Committee Composition Requirements: A School Advisory Committee must be composed of a majority of parents of students participating in a Chapter 1/State Compensatory Education Program.

PARENT MEMBERS

1. Name: _____
   Address: _____
2. Name: _____
   Address: _____
3. Name: _____
   Address: _____
4. Name: _____
   Address: _____
5. Name: _____
   Address: _____
6. Name: _____
   Address: _____
7. Name: _____
   Address: _____
8. Name: _____
   Address: _____

STAFF MEMBERS

1. Name: _____
2. Name: _____
3. Name: _____
4. Name: _____
5. Name: _____

BILINGUAL ADVISORY COMMITTEE MEMBERSHIP

_____
(School)

_____
(Year)

Committee Composition Requirements: A Bilingual Advisory Committee must be composed of a majority of parents of students identified as Limited English Proficient.

PARENT MEMBERS

1. Name: _____
   Address: _____
2. Name: _____
   Address: _____
3. Name: _____
   Address: _____
4. Name: _____
   Address: _____
5. Name: _____
   Address: _____

STAFF MEMBERS

1. Name: _____
2. Name: _____
3. Name: _____

SCHOOL IMPROVEMENT BUDGET

_____ SCHOOL

1988 -1989

Number	Object	Amount
1110	Teacher Salaries	14,978
1140	Substitutes	1,220
1910	Other Certificated	9,810
1920	Teacher Curriculum Development	1,000
2110	Instructional Aides	3,761
2320	General Clerical, Hourly Claims	500
3000	Fringe Benefits	5,713
4210	Other Books	2,500
4310	Instructional Supplies	2,500
4510	Other Supplies	500
4670	Pupil Transportation	2,000
5110	Contracts for Personal Services	1,646
5230	Mileage, Certificated	500
5250	Conference	2,500
5890	Other Services	1,000
6490	New Equipment	500
	TOTAL	$50,628

CHAPTER 1 BUDGET

1988 -1989 SCHOOL

Number	Object	Amount
1110	Teacher Salaries	23,568
1140	Substitutes	1,210
1920	Other Certificated, Curriculum Development	750
2110	Instructional Aides	44,461
2320	General Clerical, Hourly Claim	500
3000	Fringe Benefits	22,463
4110	Textbooks	3,500
4310	Instructional Supplies	4,169
4510	Other Supplies	500
	TOTAL	$101,121

E.I.A. STATE COMPENSATORY EDUCATION BUDGET

_____ SCHOOL

1988 -1989

Number	Object	Amount
2110	Instructional Aides	17,890
3000	Fringe Benefits	5,921
4310	Instructional Supplies	521
	TOTAL	$24,332

E.I.A. BILINGUAL EDUCATION BUDGET

_____ SCHOOL

1988 -1989

Number	Object	Amount
2110	Instructional Aides	18,507
3000	Fringe Benefits	6,224
4110	Textbooks	1,800
4310	Instructional Supplies	1,542
	TOTAL	$28,073

WRITTEN JUSTIFICATION
OF BUDGET EXPENDITURES

All Contracts for Personal Services (5110) and New Equipment (6490) purchases of five hundred dollars ($500) or more must be supported by a written justification.

Object Number	Description of Item or Service	Funding Source	Justification in Terms of Student or Program Need	Number/ Name	Cost
5110	Resource artist for for student instruction in the Visual and Performing Arts.	SIP	Parent assessment noted lack of instructional opportunities for students in art.	Susan Haggerty	$1,646
6490	Computer Printer	SIP	Quality Review noted the need to increase students' opportunities to edit their written work.	1	$ 500